

Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words;
- Use combined knowledge of phonemes and word derivations to pronounce words correctly, for example: arachnophobia, audience;
- Read fluently, using punctuation to inform meaning;
- Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions, and read books that are structured in different ways;
- Recognise texts that contain features from more than one text type;
- Consider and evaluate how effectively texts are structured and laid out;
- Read non-fiction texts to support other curriculum areas;
- Recommend books that they have read to their peers, giving reasons for their choices;
- Identify and discuss themes, conventions and key points;
- Learn a range of poetry by heart, for example, narrative verse, sonnet;
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action;
- Identify and comment on writer's choice of vocabulary;
- Identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension;
- Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts;
- Express a personal point of view about a text, giving reasons linked to evidence from texts;
- Raise queries about texts;
- Make connections between other similar texts, prior knowledge and experience and explain the links;
- Compare different versions of texts and explain the differences and similarities;
- Listen and build on others' ideas and opinions about a text;
- Explain and comment on explicit and implicit points of view.
- Summarise key information from different parts of a text;
- Recognise the writer's point of view and discuss it;
- Present a personal and justified point of view based on what has been read;
- Present a counter-argument in response to others' points of view;
- Distinguish between statements of fact and opinion;
- Find information using skimming and scanning and text markings to make research efficient and fast and organise information or evidence.



Writing

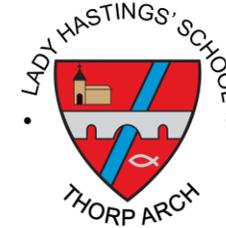
- Convert verbs into nouns by adding suffixes, for example, tion, ure;
- Distinguish between homophones and other words which are often confused;
- Spell identified commonly misspelt words from Year 5 and 6 word list;
- Understand that the spelling of some words needs to be learnt specifically;
- Use dictionaries to check the spelling and meaning of words;
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary;
- Use a thesaurus;
- Use a range of spelling strategies;
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;
- Choose the writing implement that is best suited for a task;
- Identify the audience for and purpose of the writing;
- Choose the appropriate form and register for the audience and purpose of the writing;
- Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect;
- Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed;
- Use developed noun phrases to add detail to sentences;
- Use the passive voice to present information with a different emphasis.
- Use commas to mark phrases and clauses;
- Sustain and develop main ideas logically in narrative and non-narrative writing;
- Use character, dialogue and action to advance events in narrative writing;
- Summarise text, conveying key information;
- Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place, event;
- Use organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining;
- Assess the effectiveness of their own and others' writing;
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;
- Ensure the consistent and correct use of tense throughout a piece of writing;
- Ensure correct subject and verb agreement when using singular and plural;
- Distinguish between the language of speech and writing and choose the appropriate register;
- Proof read for spelling and punctuation errors;
- Perform their own compositions, using appropriate Intonation, volume and movement, so that meaning is clear.



Mathematics

- Use negative numbers in context, and calculate intervals across zero;
- Round any whole number to a required degree of accuracy and solve problems which require answers to be rounded to a specific degree of accuracy;
- Solve problems involving the relative sizes of two quantities where the missing values can be found by using integer multiplication and division facts;
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination;
- Solve problems involving the calculation of percentages, (for example, of measures) such as 20% of 440 and the use of percentages for comparison;
- Multiply 1-digit numbers with up to two decimal places by whole numbers
- Perform mental calculations, including with mixed operations with large numbers;
- Divide numbers up to 4-digits by a 2-digit whole number using formal written methods of long division and interpret remainder in various ways;
- Use knowledge of order of operations to carry out calculations involving all four operations;
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions;
- Multiply simple pairs of proper fractions, writing the answer in its simplest form
- Divide proper fractions by whole numbers ($\frac{1}{8} \div 2 = 1/16$);
- Associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375 for $\frac{3}{8}$);
- Express missing number problems algebraically;
- Find pairs of numbers that satisfy number sentences involving two unknowns;
- Recognise, describe and build simple 3D shapes, including making nets;
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangle, quadrilateral and regular polygons;
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the radius is half the diameter;
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places;
- Calculate the area of a parallelogram and triangles and calculate, estimate and compare volume of cubes and cuboids using standard units;
- Interpret and construct pie charts and line graphs and use these to solve problems.

Lady Elizabeth Hastings' CE VA Primary School



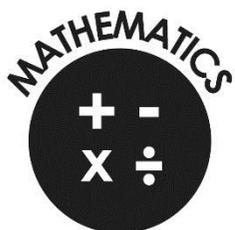
End-of-Year Expectations for Year 6

This booklet provides information for parents and carers about the end-of-year expectations for children in our school based on the requirements of the National Curriculum. These are the objectives children need to achieve by the end of the year, in order to be ready for secondary education.

The objectives will be worked on throughout the year and will be the focus of teaching and learning. Any support you can provide in helping your child to achieve these would be of value.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

Every effort is made to aid pupils with Special Educational Needs in working towards end-of-year expectations. These pupils also have specific objectives relating to their next-steps.



Wharfe Valley Learning Partnership